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of the chapters on Protozoa and Oligochætes is marred by the use of occasional cuts too heavy and opaque to give any true idea of the delicacy of the organisms. Figure 982 of *Chætogaster* is an example of this.

A list of important references, in no case purporting to be a complete bibliography, concludes each chapter. An adequate index, including important descriptive terms and all of the scientific names used in the keys, concludes the book.

Fresh Water Biology, by Henry B. Ward and G. C. Whipple, with a staff of Specialists collaborating. Pages ix and 1111, with 1547 text figures. John Wiley and Sons, New York and London, 1918. Price, $6.00.

AN INTRODUCTION TO THE HISTORY OF SCIENCE

Nothing which has come to the attention of the reviewer puts more convincingly the meaning of the history of science than the preface of this little book by Professor Libby. "The history of science has something to offer to the humblest intelligence. It is a means of imparting a knowledge of scientific facts and principles to unschooled minds.

"The history of science is an aid in scientific research. It places the student in the current of scientific thought, and gives him a clue to the purpose and necessity of the theories he is required to master. It presents science as the constant pursuit of truth rather than the formulation of truth long since revealed; it shows science as progressive rather than fixed, dynamic rather than static, a growth to which each may contribute.

"It is only by teaching the sciences in their historical development that the schools can be true to the two principles of modern education, that the sciences should occupy the foremost place in the curriculum and that the individual mind in its evolution should rehearse the history of civilization.

"The history of science should be given larger place than at present in general history. History of science studies the past for the sake of the future. It is a story of continuous progress. It is rich in biographical material. It shows the sciences in their interrelations, and saves the student from narrowness and premature specialization. It affords a unique approach to the study of philosophy. It gives an interest in the applications of knowledge, offers a clue to the complex civilization of the present, and renders the mind hospitable to new discoveries and inventions.

"The history of science is hostile to the spirit of caste. It reveals men of all grades of intelligence and of all social ranks co-operating in the cause of human progress. It is a basis of intellectual and social homogeneity.

"Science is international,—English, Germans, French, Italians, Russians—all nations—contributing to advance the general interests. [The teaching of it] cannot fail to enhance in the breast of every young man or woman faith in human progress and good will to all mankind."

In method, this introduction takes up certain great scientific relations and applications, and treats these largely in connection with the personality of the men who have contributed their solutions. Some of the graphic chapter headings will carry the suggestion of method and of content:—1. Science and Practical Needs —Egypt and Babylonia; 2. Influence of Abstract Thought—Greece: Aristotle; 3. Scientific Theory Subordinated to Application—Rome: Vitruvius; 4. The Continunity of Science—the Medieval Church and the Arabs; 6. Scientific Method; 7. Science as measurement; 8. Cooperation in Science; 9. Science and the Struggle for Liberty; 10. Interaction of all the Sciences; 11. Science and Religion; 12. Reign of Law; 14. Scientific Prediction; 16. Science and War; 17. Science and Invention; 19. The Scientific Imagination; 20. Science and Democratic Culture.

The presentation is simple, direct, vivid, untechnical, and well suited to the intelligent reader with general interests.

An Introduction to the History of Science, by Walter Libby. Illustrated; 288 pages. Houghton, Mifflin Company, Boston, 1917. Price, $1.50, postpaid.

A SHORT HISTORY OF SCIENCE

Evidently the stay and the work of M. Sarton in this country is helping create an atmosphere in which we may prophesy an extension of interest in the history of science. In this atmosphere our own American teachers, who have been doing something in this field for their students, are being encouraged to bring their work to the